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ABSTRACT

This instructor's guide accompanies the student booklet/unit on applying for a job in the Employability Skills Series. (The student booklet is available separately as CE 031 159.) It first discusses the Employability Skills Series. A section on administering the unit details purpose of the unit and major concepts to be developed, lists student performance and knowledge objectives, presents a content outline, discusses the competency-based structure of the units, and describes basic procedures for using the unit, three classroom management plans, and materials needed. Suggestions are made to enrich the unit in the next section. Discussion questions are listed, and additional activities are presented with objectives, activity, time required, materials, and procedures outlined. Annotations of some resources available for teaching employability skills are also provided. The final section presents materials for measuring student performance, including performance test answer key and objectives; unit test answer key and objectives; unit test, forms A and B; and instructor record sheet. (YLB)

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Instructor's Guide

Applying for a Job

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Instructor's Guide
Applying for a Job

June, 1979

State of Florida
DEPARTMENT OF EDUCATION
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
An equal opportunity employer

DIVISION OF VOCATIONAL EDUCATION

This public document was promulgated at a cost of $831.17 or $0.831 per copy to provide educators with employability skills instructional materials to be used with secondary school students and adults.

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The Employability Skills Curriculum Team consists of Ora M. Kromhout, team leader and instructional designer; Linda W. Morse, instructional designer and principal author of this unit; Douglas R. Farrow, instructional designer; Barbara V. Fulghum, evaluator; Kathleen Lyons, editor; and Lynn Rogers, graphic designer.

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The Employability Skills Series

What Are Employability Skills?

Employability skills are the non-technical, cross-vocational skills related to getting and keeping a job. These skills include such abilities as choosing an occupation, filling out an application form, interviewing for a job, getting along with people on the job, and practicing good work habits.

What Is the Employability Skills Series?

The Employability Skills Series is a set of instructional materials designed to teach secondary students and adults the skills involved in getting and keeping a job. The purpose of the series is to provide educators with ready-to-use student materials that are competency-based and validated for effectiveness and acceptability in actual classrooms. Oriented to young adults but written at a reading level of approximately fifth grade, the materials have a flexible format that can be used in a variety of instructional settings.

The materials were developed systematically. Based on a catalog of objectives previously validated by educators and employers, objectives describing competencies were defined for each unit of instruction. Instruction, activities, and tests were then designed and written for each objective. The objectives thus become the structural elements of the units, the instruction organized around them. Since instruction and standards of performance are given for each objective, the units lend themselves to competency-based instruction. Each objective or unit in the series can be used alone or in conjunction with the other objectives or units.

The materials have been thoroughly field-tested and revised until students tested achieved the competencies described in the objectives. Comments and questionnaire responses from Florida teachers and students were used in revisions to ensure that the format and reading level are appropriate for actual classroom use.

Components in the series are:

Six student booklets (with instructor's guides)

Choosing an Occupation—How to obtain personal and occupational information necessary for making career choices.
Your Job Search—How to prepare for the job hunt, get leads, make contact with the employer.
Applying for a Job—How to write resumes, fill out application forms, take preemployment tests, interview for jobs.
Good Work!—How to develop good work habits like performing tasks responsibly, observing safety rules, following instructions.
Personal Finances—How to save, shop, bank, budget, fill out tax forms, check payroll deductions, balance a checkbook.
Job Changes—How to handle promotions, resignations, job losses, career changes.

A filmstrip (with cassette and instructor's guide)

Your Job: Will You Keep It?—How to keep a job by practicing good work habits and getting along with others.

A game (with instructor's guide)

Job Scene—How to make on-the-job decisions related to good work habits and interpersonal relations.

A resource guide

A Guide to Employability Skills—Annotates available resources that represent a wide range of media; lists the names and addresses of publishers and other helpful sources; lists materials developed in Florida.

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Who Teaches Employability Skills?

At some time in their lives almost all students will need the skills related to getting and keeping a job. These employability skills are taught by vocational instructors, occupational specialists, guidance counselors, and academic teachers who relate the skills to certain aspects of their courses. Employability skills instruction can be presented as a separate course, a minicourse, or a workshop, or it can be integrated into other courses and curricula. Here are some suggested topics within employability skills that are of particular interest to the following educators:

Guidance counselors
aptitude and interest inventories, occupational information, decision-making skills, career development and advisement, interpersonal relations

Language arts instructors and business instructors
filling out application forms, work-related vocabulary development, writing resumes and letters of application, interviewing skills, communication skills, telephone calls, using correct grammar and spelling

Mathematics instructors
basic operations, work-related computational skills, budgeting, tax computation, cost of credit, interest calculations, banking

Physical education instructors and home economics instructors
health habits, appearance

Vocational instructors, cooperative program coordinators, career education specialists, occupational specialists, placement personnel
all employability skills

Validation of the Series

The Employability Skills Series is based on objectives and test items in the *Florida Catalog of Occupational Education Objectives Series: Employability Skills*. The objectives were validated for relevance and comprehensiveness by a statewide network of persons representing business, education, and government. Test items in the catalog were evaluated in classroom use in rural, urban, and transitional counties in Florida.

Based on these validated objectives, the Employability Skills Series of competency-based instructional materials was developed using systematic instructional design techniques. Revisions were made in response to pretest-posttest results and questionnaires obtained from Florida teachers and students. This ensures that the materials are effective, acceptable, and at an appropriate reading level. This unit, *Applying for a Job,* was tested in rural and urban schools with vocational and academic students from eighth through twelfth grade. Field trials indicated that for most objectives, 80 percent to 100 percent of the students who completed instruction were able to pass a test on those objectives. In addition, student and instructor attitudes toward the materials were favorable.

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How to Administer the Unit

Purpose

Applying for a Job was developed to: (1) provide students with practice in applying and interviewing for a job, (2) show that applying for a job can be easier and more successful if one is prepared for it, and (3) provide learning activities supportive of the experience of applying for a job.

Major Concepts

Since the following primary concepts go beyond a statement of the unit objectives to form a conceptual framework for the unit, the instructor may wish to discuss and develop them with the class.

- *There are many kinds of application forms, but all can be filled out using the same general principles:* neatness, completeness, correctness, and conciseness. Students may need help and practice in understanding application form terminology, and in answering open-ended questions.

- *A good resume is a carefully developed, one- or two-page collection of information that tells the employer about the applicant.* The resume must be positive, but brief. Messy or elaborate resumes are sure ways to ruin one's chances for a particular job.

- *The impression given by the applicant at the interview is very important.* Interviewers are especially interested in an applicant's positive attitude and his/her interest in doing the best possible job for the company. On the other hand, the applicant should not be too nervous about the interview. The interviewer needs an employee, just as the applicant needs a job.

- *A job applicant's ideas about dress and grooming may not be the same as the employer's, but it is the employer who has the job to offer.* An applicant who really wants a job should make sure that his/her appearance at the interview is acceptable by the employer's standards.

- *The first interview may not be the successful one.* Now is a difficult time to be looking for a job. Even if a job is offered, the applicant must decide whether it is the best job to accept. The applicant should not become discouraged. Persistence and a hopeful outlook are essential.

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List of Student Objectives

The following list of student objectives (descriptions of intended learning outcomes of the unit) also appears in the front of the student booklet. It is included there to let the student know exactly what s(he) is expected to be able to do after completing the unit. It can also be used as a table of contents for the booklet, and as a checklist for keeping track of the student's progress through the booklet.

This list gives the objectives in a short form for convenient reference. A more detailed statement of each objective, including standards of performance, can be found in this guide under *Unit Test Answer Key* (for the knowledge objectives) and *Performance Test Answer Key* (for the performance objectives).

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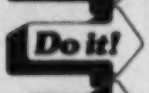
1. List four ways an employer can get information about a job applicant.
2. List one necessary and three other official papers that a job applicant may need.

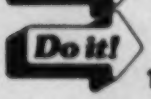
3. Write a resume.

4. Fill out a job application form.
5. List four kinds of information about a job applicant that should be given to an interviewer.
6. List four kinds of information about a job that an applicant should get from an interviewer.

7. Show how to dress appropriately for a job interview.



8. Show how to interview for a job.



9. Write a follow-up letter.
10. List four things that can be done that would help an applicant do well on a preemployment test.
11. List four factors to consider before accepting a job.

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Content Outline

I. Before Applying for a Job

A. How employers get information about applicants

1. Application form
2. Interview
3. Resume
4. Preemployment tests
5. Physical exam
6. References
7. Sample of applicant's work
8. School records

B. Papers needed for employment

1. Social Security card (required of all workers)
2. Birth certificate
3. Work permit (age certificate)
4. Driver license
5. High school diploma or General Equivalency Diploma (GED)
6. Training certificate
7. Occupational license
8. Union card
9. Student identification card

C. The resume

1. Kinds of information on the resume
   a. personal information
   b. education and training
   c. work experience
   d. references
2. Tips for a good resume

II. Filling Out Application Forms

A. Neatness

B. Completeness and correctness

C. Words on the application form

D. Open-ended questions

III. Interviewing for a Job

A. Tips for a successful interview

1. Before the interview:
   a. have resume ready
   b. know about the company
   c. know what you have to offer
   d. make a list of questions to ask
   e. get to bed early the night before
   f. dress appropriately
   g. go alone
   h. take pen and paper

2. During the interview:
    a. go early
    b. use best manners
    c. decide what to say to the interviewer before the interview
    d. let the interviewer take the lead in the discussion
    e. stay calm.

B. The interview

1. Give personal information to the interviewer
    a. applicant's name
    b. job applicant is applying for
    c. applicant's experience
    d. applicant's education and training
    e. how applicant can be contacted
    f. applicant's references
    g. applicant's future vocational and academic plans
2. Get job information from the interviewer
    a. kind of job
    b. job requirements
    c. chance for advancement
    d. working hours
    e. amount of pay
    f. fringe benefits
    g. dress code

C. The interviewer's questions

1. Give correct information
2. Be brief
3. Have a positive attitude

D. Good appearance

1. Appropriate dress
2. Good grooming
3. Good posture
4. Positive attitude

IV. After Applying for a Job

A. The follow-up letter

1. Thank the interviewer
2. Tell the interviewer of your interest
3. Say you think you are qualified

B. Preemployment tests

1. Types of tests
2. Steps to follow before being tested
    a. Practice the skills on which you may be tested.
    b. Get plenty of rest the night before.
    c. Take supplies.
    d. Don't get anxious or upset about the test.

3. Steps to follow during the test
    a. read and understand the directions
    b. look over the whole test quickly
    c. pace yourself
    d. read each question carefully
    e. save for last those hard questions that you can't answer quickly
    f. go back to any questions you've skipped

C. **Before you say yes**
    1. Importance of thinking twice
    2. Things to consider before saying yes
        a. hours
        b. amount of pay
        c. kind of work
        d. fringe benefits
        e. advancement
        f. training
        g. work environment
        h. location

D. **Failing to get a job**
    1. Reasons why people fail to get jobs
    2. Tips for improvement

Competency-Based Structure of the Unit

Competency-based instruction is instruction designed to bring each student to a pre-set standard of performance on a well-defined task, or competency. The task to be performed is described in an *objective,* which also states the conditions under which the task will be performed and the standard of performance that must be achieved.

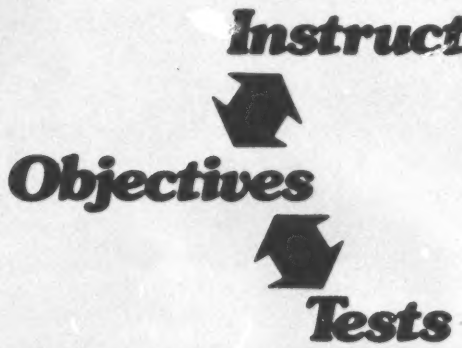
Let's take an example. Suppose you're teaching a ten-hour course in bike riding. At the end of the course, Emily can ride with no hands on the handlebars and do figure eights. John can just do straight riding, while Amy still hasn't got the hang of riding on two wheels. You might decide to give Emily an *A*, John a *B* or *C*, and Amy an *F*.

In a competency-based course you decide *before the course begins* what skills the student must master to pass the course. These are translated into objectives, which are communicated to the student. For instance, an objective might be: "Ride a bicycle for 200 yards on a level road without stopping." Emily may be able to do this after one hour. John will be able to do it before the tenth hour. But Amy will need extra help—perhaps a different type of instruction or extra hours of coaching.

At the end of the course, if the extra instruction succeeds with Amy, all three students can ride a bike and all receive a "pass" for that objective. In competency-based instruction, the goal is to have all students reach the pre-set standard of competence by adjusting the amount of time and instruction to the individual rather than keeping the time and instruction constant and comparing one student's performance after the instruction to other students' performances by using an A-B-C scale.

This story illustrates some of the features of competency-based instruction:

1. Objectives are stated in terms of observable, measurable activities.
2. Students, as well as instructors, have a list of the objectives. If the student is expected to do something, s(he) must be told what it is.
3. The instruction and tests are matched to the objectives.



4. A student's performance is evaluated in comparison to the test standard, not to performances of other students. If the performance meets that standard, the student passes the objective. If not, the student does not pass the objective, and should be given additional instruction until s(he) can.

The structure of *Applying for a Job* fits well into competency-based instruction. This unit, and all others in the Employability Skills Series, contains:

- *objectives* describing intended learning outcomes
- *instruction* on each objective designed to facilitate students attaining competence
- *tests* to measure each student's competence on each objective by comparing his/her performance to a test standard rather than to other students' performances.

The emphasis is on encouraging each student to continue working on each objective until s(he) masters the competency.

In the *Employability Skills Series,* two types of objectives have been designed: *knowledge objectives,* which tell the student the *information* s(he) should know by the time s(he) completes the instruction (e.g., list four kinds of job information an applicant should get during an interview); and *performance objectives,* which tell the student what *skills* s(he) must have before finishing the unit (e.g., write a follow-up letter).

A student's competence in the *knowledge objectives* is measured by a written test, which s(he) takes after completing the booklet. The instructor checks the student's unit test against the answer key to see if all questions covering the knowledge objectives were answered correctly. A student who does not make a passing score on the posttest should be told which objectives s(he) still needs to work on, and s(he) should receive additional instruction until s(he) can pass the posttest. In this way, the instructor ensures that each student achieves competence on the knowledge objectives. Some students may succeed on the first attempt; others may need a second try.

The *performance objectives* (marked

) require the student to demonstrate his/her ability to perform a task. For each performance objective, there's a performance test located within the student booklet. Each performance test is composed of: (1) the performance objective, (2) directions for carrying out the performance test, and (3) a performance checklist by which the student's performance will be assessed.

After the student completes the performance test, s(he) shows it to the instructor, who checks it against each item on the checklist. The instructor then points out any deficiencies in the student's performance and encourages the student to correct them.

In this way, performance tests are part of competency-based instruction, the student receiving instruction and working on an objective until s(he) can demonstrate competence on that objective. The instructor can use the *Instructor Record Sheet* on page 39 to keep track of whether *each* student has passed *each* performance objective.

Procedures

The basic procedures described below for using the unit were effective during field-testing. The booklet is self-contained, self-instructional, and designed for flexibility so that it can be used in a variety of ways. Working at their own pace, without additional activities, field-test students took 6 to 10 hours to complete the booklet. However, the unit can be supplemented, expanded, or shortened to suit the classroom and instructor.

The instructor should:

1. *Look over the student booklet.* Decide whether to use the unit as it is, to shorten it by eliminating some objectives, or to expand it by adding additional activities and resources. Note: If some objectives are omitted from the instruction, the test items corresponding to those objectives should also be removed from the unit test.

2. *Administer the pretest.* This is optional; the unit will be effective without it. However, pretest results may be useful for (1) obtaining information on how much the class already knows about the knowledge objectives, or (2) selecting objectives for individual students, if desired. This test covers only the knowledge objectives. The pretest *(Unit Test: Form A)* is on page 31 of this guide; the answer key is on page 29. Record the results (pass or fail) on the *Instructor Record Sheet.*

3. *Distribute and introduce the booklet to students.* Conduct a brief discussion of the importance of job application procedure, and relate the topic to your course. This may be a good time for a filmstrip or movie on the subject (see *Resources*), or for having students who have applied for jobs describe their experiences. Then introduce the booklet itself. Have students read the objectives on page 7 of the booklet. Explain:
   - that the objectives describe what they will be learning to do
   - how the knowledge objectives differ from the performance objectives in terms of content and testing procedures
   - the relationship between the objectives, self-tests, performance tests, and the unit test, and the differences between the kinds of tests
   - the procedure you will use for checking their work. (See *Classroom Management.*)

4. *Have students work through the booklet.* The booklet is self-contained and self-instructional; it is designed to teach the knowledge and skills tested in the unit test and performance tests. While students go through the booklet, the instructor will be:
   - *answering questions*
   - *managing the instruction* (seeing that students are working on the correct objective and have the necessary materials; checking off performance test checklists to be sure the student has correctly performed the task, etc.)
   - *providing enrichment activities and resources.* Filmstrips, field trips, and other activities such as those suggested in the section, *How to Enrich the Unit,* increase motivation and make the unit more interesting to students. For students at the higher grade levels, it is particularly important to supplement the unit with more challenging activities that will maintain their interest.

5. *Review the unit.* If students are taking the posttest (unit test) on an individual basis, they should be encouraged to review the unit on their own by making sure they can do the objectives before taking the posttest. For this purpose, the student booklet contains a unit review page. If the whole class will be taking the posttest at the same time, it is helpful to review the objectives as a class.

6. *Evaluate and record each student's progress.*

   Self-Tests. There are self-tests on the knowledge objectives in the student booklet. These tests do not need to be checked by the instructor. They are part of the instruction, a way for the student to test himself/herself on questions similar to those which s(he) will have to answer on the unit test when s(he) completes the unit. It is the

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unit test (posttest) that is the evaluation of the student's competence on the knowledge objectives; the self-test is simply part of the instruction.

Performance Tests. Student responses to the performance tests contained in the booklet should be shown to the instructor for approval. If the student's work meets *all* of the criteria in the checklist, the student passes that objective and the instructor puts a *1* under that objective on the *Instructor Record Sheet.* If the student's work does not meet all the criteria, a *0* should be entered under that objective, and the student should receive additional instruction until s(he) can pass the objective. The instructor may wish to change or add criteria to the checklist. If so, the instructor should inform the students of the changes and should see that adequate instruction is provided to enable students to meet the new criteria. Once the student has been checked off for a given performance objective, s(he) does *not* have to do it again after completing the unit.

Unit Test. A student's competence on the *knowledge objectives* is measured by a written unit test, or posttest, which s(he) takes after completing the unit. Two forms of the unit test are given in this guide. There are slight differences in the two forms, but they cover the same objectives and have the same correct answers, which are given in the *Unit Test Answer Key.* Form A can be used as a pretest and Form B as a posttest. If any objectives have been omitted from the instruction, the corresponding questions should be omitted from the unit test.

The instructor checks the student's unit test against the answer key. If the student did not answer each question correctly, the instructor should point out the knowledge objectives that need further work, and the student should be directed to additional study on those objectives. This may consist of reviewing the appropriate section of the unit, using alternative resources, receiving individual tutoring, or working with other students in a small-group problem session. The emphasis should not be on the student's failure but on encouraging the student to continue working on an objective until the competency is mastered. If a large group of students has difficulty with a particular objective, the instructor may wish to review that section of the unit with the class. The instructor should decide in advance what the passing score on the test should be. In field testing, the passing score was set at 80 percent or five questions correct out of six.

The instructor should record the results of the posttest on the *Instructor Record Sheet* under "Posttest, 1st Try." These results should be recorded on a pass-fail basis for the test. An easy method of recording the results is to use a *1* for a student who makes the passing score and a *0* for a student who does not. A student who does not pass should receive additional instruction on the objectives missed until s(he) can pass the posttest. All students should eventually achieve a passing score on the posttest, and have a *1* entered under "Posttest" on the *Instructor Record Sheet* before leaving the unit.

Summary of Requirements for Completing the Unit

The student has completed the unit when s(he) has:

1. made a passing score on the posttest

AND

2. passed the performance test for every performance objective.

Classroom Management

Different management plans will work best for different instructors, depending on the classroom situation. Three plans that were used successfully by field-test participants are described here.

Plan 1
Allow each student to proceed at his/her own rate through the entire booklet. The student stops only to have the performance tests checked by the instructor as each performance test is encountered. This plan provides maximum individualization but requires the most instructor time. The instructor answers questions, records student progress, and works with individual students to see that they are working on the correct objective and have the necessary materials.

Plan 2
Assign one objective at a time to the class, with a deadline for completion.

Plan 3
Assign a group of related objectives to the class, with a deadline for completion.

Plans 2 and 3 require less instructor time, and make it simpler to schedule filmstrips, speakers, field trips, and other class activities related to specific objectives. Students who finish the objective or group of objectives early can be given enrichment activities related to the unit, or can assist other students. In some vocational classes, students have been given shop projects to work on until the others finish.

In this unit, *Applying for a Job,* Objectives 7 and 8 require the student to come to class dressed appropriately for an interview for a specific job, and to role-play an interview. The instructor must plan ahead for this activity. Since monitoring each student's interview will make great demands on the instructor's time, the instructor may want to arrange for someone else to be the "interviewer" (an occupational specialist or someone from the business community, perhaps a parent of one of the students). Students can play interviewer for each other, but close supervision is needed to ensure that it is done correctly. If persons other than the instructor evaluate student performances, they must be trained to be sure their standards for evaluation match those of the instructor.

Materials Needed

Although all the materials needed for *Applying for a Job* are included in the student unit, the instructor may wish to add other materials. Especially useful would be:

- a collection of various application forms used by local employers
- extra examples of resumes
- plain white paper and blue or black ink pens for writing follow-up letters
- examples of preemployment tests

The chart of optional enrichment activities on page 18 of this guide contains a list of the materials needed for each activity.

Florida educators may reproduce pages for classroom use from the student booklet and instructor's guide. One method of reproducing pages is to make thermal spirit masters (ditto masters). This is done by removing the page you want to copy from the booklet and then running the page through a thermal copier with a special spirit master. (If you do not wish to destroy the booklet by removing a page, simply photocopy the page.) The master can then be used on a fluid copying machine (ditto machine) to make multiple copies of the original page. The special spirit masters are available from several companies and may be obtained from your school.

A thermal copier can also be used to make overhead transparencies of pages of the booklet for classroom use. For example, the sample resumes, application forms, and follow-up letter may make instructive overhead transparencies.

If you are unfamiliar with the process of making spirit masters or transparencies from a printed page, check with your school office, school media specialist, or district audiovisual specialist. You will find the process an easy method of reproducing part or all of the unit.

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How to Enrich the Unit

Discussion Questions

1. Why is the first impression so important when a person applies for a job?
2. What are the advantages of being prepared for an interview?
3. How can a sloppy, incomplete application form hurt the applicant's chances of getting the job?
4. Discuss: "A resume is a one- or two-page sales sheet."
5. Why are resumes more helpful for some kinds of jobs than for others? What kinds of jobs?
6. Can writing a follow-up letter make a difference? When would you use a follow-up visit or follow-up phone call instead of a letter?
7. If you are unsure of yourself, how are you likely to transmit these feelings to the interviewer?
8. From an employer's point of view, how does a job applicant convey a positive or negative attitude?
9. Can knowing test-taking rules really help you do better on a test, regardless of the subject matter?
10. Some application forms ask how many days of school or work you have missed in the past year. Why do you think this question is asked?
11. During an interview, you should not say how much you need the job or the money. Why do you think this is so?
12. You will make a better impression in an interview if you know something about the company. What kinds of information should you try to have? What are some ways to get this kind of information?

Additional Activities

Objective(s)	Activity	Time
2. Official papers	Discuss and fill out forms for necessary official papers.	one class period
3. Resumes	Critique samples of resumes brought in by teacher and/or students.	one class period or outside class
4. Applications	Make a vocabulary card game.	one class period
	Have a word-finding exercise.	one class period
	Pantomime words.	one class period
5-8. Interviewing	Interview local employers.	outside class and one class period
	Discuss information to remember at the interview	one class period
	Answer difficult questions.	one class period
	Role-play an interview.	one class period
9. Follow-up letters	Discuss follow-up letters.	one class period
	Make a poster showing a good follow-up letter.	one class period or outside class
10. Preemployment tests	Invite a speaker from the Florida State Employment Service.	one class period
All objectives	Play an applying for a job game.	one class period
	Make a flow chart.	one class period
	Have a class soap opera.	one class period (or 5 or 10 minutes daily for a week)
	Finish an open-ended story.	one class period
	Invite speakers to the class.	one class period

Materials	Procedure
forms for various official papers (Social Security, work permit, etc.)	Use the chart on page 16 and discuss the official papers your students may need when they apply for a job. Have blank forms ready so that students who need them can fill them out.
sample resumes	After introducing resumes, ask students to obtain sample resumes from friends or books. Discuss and critique them in class.
blank file cards	Have the students make a card game with vocabulary words and definitions from the application form section. Put the word on one card and its meaning on another. Do this for all words, then deal four or six cards to each player, put rest of the cards on draw pile. Each player discards and draws until one has a matching set of cards.
sample job application forms	Have the students find vocabulary words on the application forms. Circle and define the words.
box	Write the application words on a slip of paper. Put these words into a box. Have each student draw one and demonstrate its meaning to the class through pantomime.
tape, cassette recorder, film, camera, slide projector	Have the students interview employers or role-play job-finding situations. Record these situations and have students present the results to class.
	Have each student list the most important things that the applicant should remember at the interview. Compare and discuss.
	Ask students the questions in the student booklet (page 75). Or have class make a list of tricky or surprise questions.
blank 3" X 5" cards	Make role-playing cards describing a situation that is likely to occur in an interview. Then choose students to carry out the situation.
sample follow-up letters	Discuss and compare sample follow-up letters. Why are some better than others?
poster paper, markers	Ask several students who have written good follow-up letters to make a poster of a good follow-up letter.
	Invite a Florida State Employment Service counselor to speak to your class about test-taking rules and the kinds of preemployment tests they may encounter.
posterboard, game pieces, dice	Have the students make a game board that shows the different things that can happen as one applies for a job. Roll dice for turns. Start at *home* and end at *job*. Have stops showing different job-finding situations with directions, such as "Go back 4 steps. Didn't dress appropriately for interview."
	Make a flow chart showing the procedure for preparing for the interview, writing letters, etc. Discuss with the class.
props	Divide students into small groups and have each present a soap opera in which they will dramatize situations that occur when applying for a job.
story	Give students an open-ended story about the job application process and have them finish it. Have them compare their answers.
	Invite speakers from the school and community to tell the students about applying for a job. Speakers should include employment counselors, personnel directors, local employers, etc.

Resources

This section describes a few of the many materials available for teaching employability skills. A more complete list of resources may be found in *A Guide to Employability Skills Materials* (1975), published by the Florida Department of Education and distributed by district vocational education and career education directors. However, neither of these publications can list all existing materials on the subject. Some excellent resources have undoubtedly been missed, and new ones are constantly becoming available. Inclusion of materials in this list is not to be considered an endorsement of a product, producer, or approach by the Career Education Center, Florida State University, or the Florida Department of Education.

The annotations are grouped by media, and include the name of the publisher or source, a brief description, and the price and date of publication whenever this information was available. The materials are suitable for senior high school students unless otherwise indicated. Materials marked with a • have been designated by the publisher as being suitable for students with lower reading level, learning disabilities, or low motivation. Spanish availability is marked with a □.

This listing provides information for buying or renting specific materials. There is also a special section on free or inexpensive materials. However, you can probably borrow many employability skills materials. Check with your school media center, your guidance counselor, your cooperative program coordinator, and with other faculty members in vocational and academic departments. Occupational specialists or placement and follow-up offices may have materials or know where they can be found. District career education directors sometimes have collections of materials, and the district media center should be checked for films and other resources. The Florida State Employment Service is another good source.

Human resources should not be overlooked. Governmental agencies, employment services, and personnel directors can often provide speakers as well as materials.

Free and Inexpensive Materials

Some materials are available at low cost from various agencies. Here's a short list to get you started.

Applying for a Job
Alabama Distributive Education Service
Post Office Box 2847
University, AL 35486
Purchase price: $.40, 22 pp.

□**How to Get and Keep the Right Job**
Carnation Company
Public Relations Department
Carnation Building
5045 Wiltshire Boulevard
Los Angeles, CA 90036
Purchase price: free.

How to Sell Yourself to an Employer (1974)
New York Department of Labor
Public Information Office
2 World Trade Center, Room 7315
New York, NY 10047
Grades 7-Adult
Purchase price: free.

This one page brochure depicts proper behavior for a job interview. The cartoon format makes it convenient for students to use as a reminder list.

The Job Interview (1970)
Alumnae Advisory Center, Incorporated
541 Madison Avenue
New York, NY 10022
Purchase price: $.50, 14 pp.

Making the Most of Your Job Interview
New York Life Insurance Company
51 Madison Avenue
New York, NY 10010
Purchase price: free, 26 pp.

Merchandising Your Job Talents (1974)
U.S. Government Consumer Information
Public Documents Distribution Center
Pueblo, CO 81003
Purchase price: $.50, 24 pp.; 25% discount on 100 or more copies.

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Occupational Outlook Quarterly
U.S. Department of Labor
Bureau of Labor Statistics
Washington, DC 20210
Purchase price: issued quarterly, $5.40 per year. Up to 35 copies free of student reprints from *Occupational Outlook Quarterly*. Titles include: *Beginner's Guide to Work, What Are Earnings?,* and *Young Workers and the Wage-Hour Law.*

What Students Should Know about Interviewing
General Electric Company
Educational Communications
Room 910
570 Lexington Avenue
New York, NY 10022
Purchase price: free (single copy)

Why Young People Fail to Get and Hold a Job (1974)
New York Department of Labor
Public Information Office
2 World Trade Center, Room 7315
New York, NY 10047
Purchase price: free, 16 pp.

A Working Woman's Guide to Her Job Rights (1974)
U.S. Government Consumer Information
Public Documents Distribution Center
Pueblo, CO 81003
Purchase price: $.60, 38 pp.; 25% discount on purchase of 100 or more copies.

Contact your local Florida State Employment Service office for the following free pamphlets:
Completing Job Applications
Fact Sheet for Job Interviews
Getting Educational Credit
Job Finding Tips for the Handicapped
Job Finding Tips for Women
Job Finding Tips for Youth
Looking for a Job
Looks Aren't Everything but They Help
Preparing for Civil Service Tests
Preparing for Job Interviews
Preparing Resumes
Where to Look for Jobs

Cassettes

☐**World of Work II: Getting a Job (1970)**
Educational Design, Incorporated
47 West 13th Street
New York, NY 10011
Grades 6-12
Purchase price: $131 (12 cassettes, 24 student record books, instructor's guide). Approx. 15 min. each.

Each of the 9 lesson tapes is a self-contained teaching unit. Lesson topics cover contacting the job interviewer, the agency interview, words you must learn, what you need to know to fill out an application form, making a good impression, selling yourself, the positive approach, handling difficult questions, and the wrap-up. Three discussion tapes are also included.

Films

Applying for a Job (1970)
Sterling Educational Films
241 East 34th Street
New York, NY 10016
Grades 7-12
Purchase price: $180 (color, 11 min.).

This is a discussion of the things many young people say and do during an interview that impair their chances of getting jobs, plus an explanation of the right way to apply for a job.

I Want to Work for Your Company (1972)
Sandler Films
1001 North Poinsettia Place
Hollywood, CA 90046
Grades 7-Adult
Purchase price: $140. Rental price: $15 (5 days).

Viewers garner worthwhile tips for approaching their first job interview from this film. They are told to have something to write with, to ask about things they don't understand, to answer all questions on the application, to show that they really want the job, and to know something about the company before the interview.

Job Interview: Whom Would You Hire? (1967)
Churchill Films
662 North Robertson Boulevard
Los Angeles, CA 90069
Grades 9-12
Film A: *Three Young Women.*
Purchase price: $215 (color, 17 min.). Rental price: $21 (3 days).
Film B: *Three Young Men.*
Purchase price: $205 (color, 16 min.). Rental price: $18 (3 days).

These color films show actual job interviews, photographed with a hidden camera. They provoke discussion on attitude, goals, and preparation, and help students to see themselves as employers see them.

That Job Interview (1971)
Florida Department of Commerce
Film Library
Tallahassee, FL 32304
Grades 10-Adult
Purchase price: Borrow free and pay return postage. (color, 16 min.).

A 16 mm color film designed by the U.S. Department of Labor, Manpower Administration, to ease the transition of Vietnam veterans into the civilian job market.

Filmstrips

Finding and Getting a Job (1974)
Society for Visual Education (SVE)
1345 Diversey Parkway
Chicago, IL 60614
Grades 7-Adult
Purchase price: $71.50 (6 f/s, 3 cassettes, 6 teacher's guides); $67.50 (6 f/s, 3 records, 6 teacher's guides); $10 (1 f/s); $6.50 (1 cassette); $5 (1 record).

This set of 6 filmstrips emphasizes accurate evaluation of one's own skills. Concrete information is provided on preparation of applications and successful interview conduct, and the ways in which employers evaluate skills, work habits, and attitudes of new employees. Filmstrips in the set: *Choosing Your Career, Finding a Job Opening, Applying for a Job, The Job Interview, Your First Months on the Job,* and *You and the Changing World of Work.*

Testing, Testing, Testing (1966)
Guidance Associates
757 Third Avenue
New York, NY 10017
Grades 9-Adult
Purchase price: $48.50 (2 cassettes or 2 records, 1 teacher's guide). Color, approx. 10 min. each.

This presentation helps students approach tests with confidence. It gives 6 rules for test taking and advice on preparing for different types of examinations. It shows how to avoid pitfalls, relax, organize essay questions, and handle multiple-choice tests.

Your Job Interview (1966)
Guidance Associates
757 Third Avenue
New York, NY 10017
Grades 9-Adult
Purchase price: $48.50 (2 f/s, 2 cassettes or 2 records, 1 discussion guide). Color, approx. 10 min. each.

This presentation shows how employers use the job interview to evaluate applicants. This presentation suggests questions that the applicant may wish to ask concerning fringe benefits, job functions, holiday and vacation pay policies, "union" and "open" shops, working conditions, and overtime.

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Kit

•**How to Apply for a Job (1975)**
Fairchild Publications, Incorporated
7 East 12th Street
Grades 7-12
New York, NY 10003
Purchase price: $120 (4 cassettes, 8 game training packages, work sheets, 1 custom kit, instructions, teacher's guide).

This multi-media kit prepares students for filling out job applications and for interviews through word lists, role-playing, puzzles, application practice sheets, and word games. Components cannot be purchased separately.

Print

•**Fill in the Blanks (1975)**
Mafex Associates, Incorporated
111 Barron Avenue
Johnstown, PA 15906
Price: $2.95 each; 10 for $29.

This workbook provides practice filling in applications of all kinds, including job, government, credit, and insurance applications.

Forms In Your Future (1973)
Globe Book Company
175 Fifth Avenue
New York, NY 10010
Grades 6-12
Purchase price: $2.40 (workbook, 109 pp.).

This workbook contains practice sheets for many of the necessary forms that students will be using when they enter the world of work.

•**Getting a Job (1968)**
Fearon Publishers, Incorporated
6 Davis Drive
Belmont, CA 94002
Grade 9-Adult
Price $2.80, free teacher's guide.

This is a student workbook oriented toward high school students and adults of low reading ability. The book deals with job-finding skills, government programs, and much more of importance to the new worker.

How to Get a Job (1966)
Addison-Wesley Publishing Company
Jacob Way
Reading, MA 01867
Grades 7-Adult
Purchase price: $6.95 (student package); $4.50 (teacher's guide).

This self-instructional course, prepared by Educational Design, Inc. and the National Association of Manufacturers, consists of a workbook, a role-playing book, and job cards with descriptions of common jobs. Their exercises are practical and realistically cover all aspects of the job search.

•**How to Get a Job and Keep It (1969)**
Steck-Vaughn Company
Post Office Box 2028
Austin, TX 78767
Grades 10-Adult
Purchase price: $1.23 (workbook, 63 pp.); $.25 (1 answer sheet, free with 5 or more copies of workbook).

Written on a 5-6 grade reading level, this workbook is intended for adults with low reading ability. It includes units on planning to get a job, writing an application letter, completing an application form, interviewing for the job, taking vocation tests, and fulfilling job obligations. A word list for job applications and tests is also included.

•**I Want a Job (1964)**
Frank E. Richards Publishing Company
330 First Street
Post Office Box 370
Liverpool, NY 13088
Grades 7-Adult
Price: $1.50.

This booklet covers the basics of job-hunting, including obtaining a Social Security card, applying for a job, interviewing, and keeping a job. This booklet is designed for persons with learning disabilities or with low reading level. The material can also be used with the educable retarded.

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•Jobs in Your Future (1973)
Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, NJ 07632
Grades 9-Adult
Purchase price: $1.50 (1 teacher's guide, free with 20-30 copies of workbook; $.90 (workbook, 96 pp.).

This high interest, low reading level exercise book is for students who are getting ready to enter the world of work. It covers the skills and attitudes needed to find and keep the right job, advice on how to dress for an interview, telephone manners, and includes practice forms for filling out Social Security and other work-related forms.

Me and Jobs (1974)
Educational Design, Incorporated
47 West 13th Street
New York, NY 10011
Grades 6-12
Purchase price: $3 (each workbook, 1-10 copies); $2.80 (each workbook, 11-30 copies); $2.65 (each workbook, 31-100 copies); $1.00 (1 teacher's guide free with 11 or more copies of the book).

This student workbook is an introduction to occupational decision making in which self-exploration techniques are used to approach career exploration. The book is divided into 4 areas: *Me, Jobs, Me and Jobs,* and *Applications and Interviews.*

Occupational Essentials (1972)
h. c. Johnson Press, Incorporated
820 South Michigan Avenue
Chicago, IL 60605
Grades 7-Adult
Purchase price: $7.50 (1 instructor's guide); $4.50 (each workbook, 1-9 copies); $3.95 (each workbook, 10-49 copies).

This widely used resource discusses skills and attitudes for employment of students and adults.

•Occupational Notebook Program (1972)
Opportunities for Learning Corporation
5024 Lankershim Blvd.
North Hollywood, CA
Grades 9-12, slower students, mentally handicapped
Purchase price: $2 (student notebook); $3 (teacher's guide).

This booklet deals with the basics of working, including topics on choosing a job, filling out applications, interviewing, keeping a job, and handling money.

•World of Work Kit (1969)
McGraw-Hill Book Company, Webster Division
1221 Avenue of the Americas
New York, NY 10020
Grades 7-Adult
Purchase price: $111 (50 titles, 20 copies each); $2.10 (1 title, 20 copies); $.99 (1 teacher's guide).

This collection of 50 illustrated fictional booklets is designed especially for the urban, non-college bound student who may enter the job market at an early age. Each booklet, through a story or playlet, exposes the student to a new dimension of the world of work. Multiple choice and short answer questions at the end of each story assist the student in identifying key points in each selection. The kit is divided into three sections: *Getting the Job, Keeping the Job,* and *Advancing on the Job.* Booklets are written on a 5th grade reading level.

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Transparencies

Getting Applications Right (1973)
Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, NJ 07632
Grades 7-10
Purchase price: $5.40 (8 transparencies, 8 spirit masters).

These transparencies and spirit masters deal with sample applications and forms such as Social Security, job application forms, driver license, and auto loans. An application vocabulary is included. High interest, low reading level.

Knowledge Needed to Obtain Work (1973)
Science Research Associates, Incorporated (SRA)
259 East Erie Street
Chicago, IL 60611
Grades 9-Adult
Purchase price: $50 (64 transparencies, 1 looseleaf notebook test); $8 (100 wallet cards). Available in Spanish at no extra cost.

This transparency program illustrates how to select and apply for a job. The transparencies are grouped into topics: selecting a job, finding employment openings, filling out an application, preparing to take an employment test, preparing for the interview, etc. The accompanying text elaborates on key statements made on the transparencies. Handout wallet cards give key statements from each transparency.

Preparing for Interviews (1974)
Visual Materials, Incorporated
2549 Middlefield Road
Redwood City, CA 94063
Grades 9-12
Purchase price: $7.75 (12 color transparencies, 14 spirit masters); $3.65 (14 spirit masters).

Included in the program are situation worksheets and role-playing exercises to prepare students for job interviews. It also includes a pretest, posttest, and progress chart.

Target Vocational (1974)
Mafex Associates, Incorporated
111 Barron Avenue
Johnstown, PA 15906
Purchase price: $45 (35 transparencies).

These transparencies illustrate forms, contracts, charts, and applications that are common in everyday life. The transparencies were designed to be used with the print material *Fill in the Blanks.*

25

How to Measure Student Performance

Performance Test Answer Key and Objectives

The complete performance objectives are listed below. Each objective includes a performance checklist, which is identical to the one in the student booklet and contains the requirements for achievement of the performance objective as taught in the unit. The objectives with checklists thus serve as an answer key. Every item on the checklist must be correct for the student to pass that objective.

If the instructor requires additional or more difficult criteria, additional instruction is necessary. For example, a business education teacher who requires the students to type a follow-up letter, should instruct the students in margin width, etc.

Objective 3

Given a checklist and a form containing all of the necessary elements of a resume, the student will write a resume that contains all of the elements in the checklist below.

Performance Checklist

- All personal information given?
- Today's date given?
- Education and training given?
- Work experience given, if any? (Form B only)
- Two references given; names *and* addresses? (NOTE: DO NOT USE SCHOOL FRIENDS OR FAMILY MEMBERS.)
- Resume easy to read; any corrections neatly made?
- All information complete and correct?

Objective 4

Given a job application form, the student will complete the form by responding appropriately to all applicable questions. The completed application form must contain all of the elements as measured in the checklist below.

Performance Checklist

- application neat
- all appropriate blanks filled in
- appropriate references given (no family members or school friends)
- all information correct

Objective 7

When instructed to come to class appropriately dressed for a job interview, the student's appearance will be judged by the instructor as being appropriate when all four items in the checklist describe the student's appearance. Page 87 contains an explanation of each item in the checklist below.

Performance Checklist

- appropriate dress
- good grooming
- good posture
- positive attitude

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Objective 8

Given a checklist containing a list of correct and incorrect interview behaviors, the student will role-play the part of the job applicant. The student must exhibit all of the correct behaviors and none of the incorrect behaviors in the checklist below.

Performance Checklist

Correct Behaviors

Did the student introduce himself/herself?
Did the student keep eye contact with the interviewer throughout the interview?
Did the student speak slowly, loudly, and clearly enough to be understood?
Did the student give appropriate information about himself/herself, such as experience, the job applied for, education and training, how s(he) can be contacted, references, and future plans?
Did the student get the necessary job information from the interviewer, such as the kind of job, job requirements, chances for advancement, hours, pay, benefits, and dress code?
Did the student give brief, but complete, answers?
Did the student appear to have a positive attitude?
Did the student thank the interviewer?

Incorrect Behaviors

Did the student move around, or nervously toy with something?
Did the student chew gum?
Did the student pause for long periods?
Did the student put his/her hand in front of his/her mouth while speaking?

Objective 9

Given a checklist identifying the necessary elements of a follow-up letter and the instructions to write a follow-up letter, the student will write a letter containing all of the elements as measured in the checklist below.

Performance Checklist

- Letter contains a statement such as, "Thank you for the interview."
- Letter contains a statement such as, "Please consider me for . . . (mention job title)."
- Letter contains a statement such as, "I believe I am qualified" or, "I believe I could do a good job."
- Letter is neat.
- Format is correct. (Follows letter format shown on page 95.)

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Unit Test Answer Key and Objectives

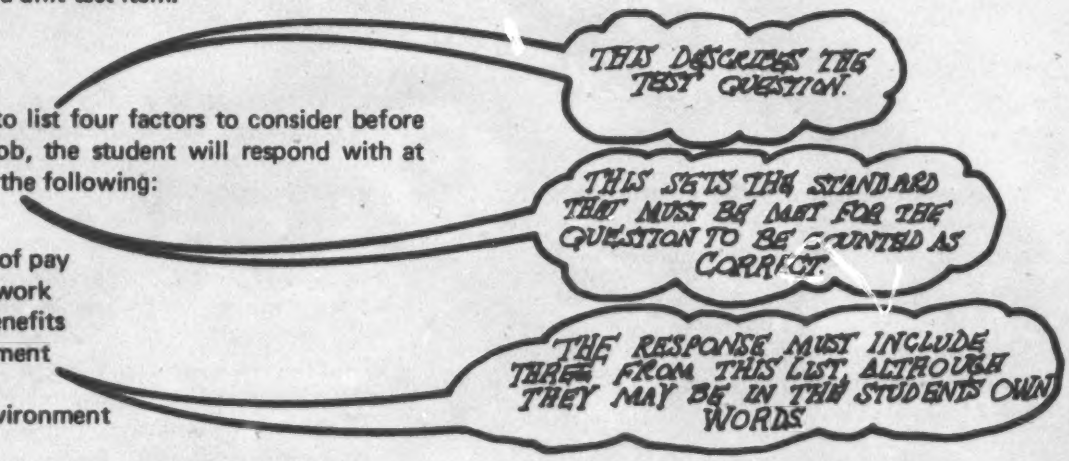
The complete form of the knowledge objectives is listed below. Each objective describes the test question asked of the student, the correct answers, and the standard required for passing the objective. Since the objective includes the correct answers, the objectives also serve as the answer key. Both forms of the unit test use the same answer key.

This is an example of how a knowledge objective is used to score a unit test item.

Objective 11

When asked to list four factors to consider before accepting a job, the student will respond with at least three of the following:

- hours
- amount of pay
- kind of work
- fringe benefits
- advancement
- training
- work environment
- location


THIS DESCRIBES THE TEST QUESTION.
THIS SETS THE STANDARD THAT MUST BE MET FOR THE QUESTION TO BE COUNTED AS CORRECT.
THE RESPONSE MUST INCLUDE THREE FROM THIS LIST ALTHOUGH THEY MAY BE IN THE STUDENTS OWN WORDS

If the student's response includes three from this list (the standard set in this particular objective), his/her answer is counted as correct, and s(he) gets one point for this question. If the student's response includes fewer than three from this list, his/her answer is incorrect, and s(he) gets zero points for this question.

What should the instructor do if the student lists a factor that sounds reasonable, but is not on the approved list? The instructor should decide whether, in the particular classroom situation, that response should be added to the list. If so, *all* students' responses are then graded on the basis of the amended list.

The order of the test questions on the unit test is scrambled, but each is labelled with its objective number in order that you can find the correct answer in this answer key.

If you change the instruction in a way that changes these correct answers, be sure to change the answer key before scoring the tests. If you omit any objective from the instruction, be sure to omit the questions for that objective from the unit test.

The score required to pass the test should be set by the instructor before the test is administered. In field testing of the unit, the passing score on the unit test was set at 80 percent, or five questions out of six. Students received no credit for answers that were only partially correct.

Objective 1
When asked to list four ways an employer can get information about a job applicant, the student's list must include at least three of the following responses:

- application form
- interview
- preemployment tests
- physical exam
- resume
- references
- sample of the applicant's work
- school

Objective 2
To pass this objective, the student must answer parts a and b correctly as specified below.

a. When asked to name the official paper that every job applicant must have before being hired for a job, the student's response must be:

- Social Security card

b. When asked to list three other official papers that a job applicant may need, the student's list must include at least two of the following:

- birth certificate
- work permit (age certificate)
- driver license
- high school diploma or General Equivalency
- Diploma (GED)
- training certificate
- occupational license
- student identification card
- union card

Objective 5
When asked to list four kinds of personal information (other than references) that a job applicant gives during an interview, the student's list must include at least three of the following:

- name
- job applying for
- experience
- education and training
- how the applicant can be contacted
- future vocational and academic plans

Objective 6
When asked to list four kinds of information about a job that a job applicant should get during an interview, the student's list must include at least three of the following:

- kind of job (duties to be performed)
- job requirements (training and work experience necessary)
- chances for advancement
- working hours
- amount of pay
- fringe benefits
- dress code

Objective 10
When asked to list four things that can be done that would help an applicant do well on a preemployment test, the student's list must include at least three of the following:

- Practice skills on which you may be tested.
- Get plenty of rest the night before.
- Take supplies (pen, pencils, erasers, watch, notepad).
- Don't get anxious or upset about the test.
- Read and understand the directions.
- Look over the whole test quickly.
- Pace yourself by figuring out how much time you can spend on each question or section.
- Read each question carefully.
- Save for last those hard questions that you can't answer quickly.
- Go back to any questions you skipped.

Objective 11
When asked to list four factors to consider before accepting a job, the student will respond with at least three of the following:

- hours
- amount of pay
- kind of work
- fringe benefits
- advancement
- training
- work environment
- location

Unit Test: Form A

(Employability Skills: Applying for a Job)

Name_____

Date_____

Fill in the blanks.

1. *(Objective 10)* List four things that you can do that would help you do well on a preemployment test.

   1 _____

   2 _____

   3 _____

   4 _____

2. *(Objective 1)* List four ways an employer can get information about a job applicant.

   1 _____

   2 _____

   3 _____

   4 _____

3. *(Objective 2)* a. What is the one official paper that *every* job applicant *must* have before being hired for a job?_____

   b. List three *other* official papers that an applicant may need when applying for a job.

   1 _____

   2 _____

   3 _____

4. *(Objective 11)* What are four important factors that an applicant should consider before accepting a job offer?

   1 _____

   2 _____

   3 _____

   4 _____

5. *(Objective 5)* A list of references is an example of personal information that you should give the employer during an interview. List four *other* kinds of information *about yourself* you should *give* the employer.

1 _____

2 _____

3 _____

4 _____

6. *(Objective 6)* List four kinds of information *about a job* that an applicant should *get* from the employer during an interview.

1 _____

2 _____

3 _____

4 _____

Unit Test: Form B

(Employability Skills: Applying for a Job)

Name_____

Date_____

Fill in the blanks.

1. *(Objective 11)* List four important factors about a job that an applicant should consider before accepting a job offer.

   1 _____

   2 _____

   3 _____

   4 _____

2. *(Objective 2)* a. What is the one official paper that *every* job applicant *must* have before being hired for a job?_____

   b. What are three *other* official papers that an applicant may need when applying for a job?

   1 _____

   2 _____

   3 _____

3. *(Objective 10)* What are four things that an applicant can do that would help him/her do well on a preemployment test?

   1 _____

   2 _____

   3 _____

   4 _____

4. *(Objective 5)* John is interviewing for a job. He gave the employer a list of references. What are four *other* kinds of information *about himself* that John should *give* the interviewer?

   1 _____

   2 _____

   3 _____

   4 _____

5. *(Objective 6)* List four kinds of information *about the job* that John should *get* from the employer during the interview.

1 _____

2 _____

3 _____

4 _____

6. *(Objective 1)* You are applying for a job. List four ways an employer can get information about you.

1 _____

2 _____

3 _____

4 _____

Unit Test: Form A

(Employability Skills: Applying for a Job)

Name_____

Date_____

Fill in the blanks.

1. *(Objective 10)* List four things that you can do that would help you do well on a preemployment test.

   1 _____

   2 _____

   3 _____

   4 _____

2. *(Objective 1)* List four ways an employer can get information about a job applicant.

   1 _____

   2 _____

   3 _____

   4 _____

3. *(Objective 2)* a. What is the one official paper that *every* job applicant *must* have before being hired for a job?_____

   b. List three *other* official papers that an applicant may need when applying for a job.

   1 _____

   2 _____

   3 _____

4. *(Objective 11)* What are four important factors that an applicant should consider before accepting a job offer?

   1 _____

   2 _____

   3 _____

   4 _____

5. *(Objective 5)* A list of references is an example of personal information that you should give the employer during an interview. List four *other* kinds of information *about yourself* you should *give* the employer.

1 _____

2 _____

3 _____

4 _____

6. *(Objective 6)* List four kinds of information *about a job* that an applicant should *get* from the employer during an interview.

1 _____

2 _____

3 _____

4 _____

Unit Test: Form B

(Employability Skills: Applying for a Job)

Name_____

Date_____

Fill in the blanks.

1. *(Objective 11)* List four important factors about a job that an applicant should consider before accepting a job offer.

   1 _____

   2 _____

   3 _____

   4 _____

2. *(Objective 2)* a. What is the one official paper that *every* job applicant *must* have before being hired for a job?_____

   b. What are three *other* official papers that an applicant may need when applying for a job?

   1 _____

   2 _____

   3 _____

3. *(Objective 10)* What are four things that an applicant can do that would help him/her do well on a preemployment test?

   1 _____

   2 _____

   3 _____

   4 _____

4. *(Objective 5)* John is interviewing for a job. He gave the employer a list of references. What are four *other* kinds of information *about himself* that John should *give* the interviewer?

   1 _____

   2 _____

   3 _____

   4 _____

5. *(Objective 6)* List four kinds of information *about the job* that John should *get* from the employer during the interview.

1 _____

2 _____

3 _____

4 _____

6. *(Objective 1)* You are applying for a job. List four ways an employer can get information about you.

1 _____

2 _____

3 _____

4 _____

Instructor Record Sheet: Applying for a Job

Each student should be allowed at least three attempts to pass the performance test on each objective. The **Performance Test Answer Key** is on page 26.
Each student should be allowed at least two attempts to pass the unit test upon completing the unit. The **Unit Test Answer Key** is on page 29.
This test covers the knowledge objectives: 1, 2, 5, 6, 10, and 11.

Suggested System for Recording:

Place a 0 under each try not satisfactorily completed by the student.
Place a 1 under each try satisfactorily completed by the student.
If a student passes an objective in fewer than three attempts, leave the remaining columns under that objective blank.

KNOWLEDGE OBJECTIVES

Student Name	PRETEST	POSTTEST	
	UNIT TEST Form A	UNIT TEST Form B	UNIT TEST Form A
	Only Try	1st Try	2nd Try

PERFORMANCE OBJECTIVES

Student Name	PERFORMANCE TESTS														
	OBJ. 3 (p. 29) Resume			OBJ. 4 (p. 60) Application Form			OBJ. 7 (p. 91) Appropriate Dress			OBJ. 8 (p. 92) Job-Interview			OBJ. 9 (p. 100) Follow-up Letter		
	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try

Summary of Requirements for Completing the Unit
The student has completed the unit when s(he) has:

1. made a passing score on the posttest
   AND
2. passed the performance test for every performance objective.

Instructor Record Sheet: Applying for a Job

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	Only Try	1st Try	2nd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try	1st Try	2nd Try	3rd Try

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